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ABSTRACT

Serving as the basis for the first administrative complaint alleging sex discrimination in textbooks to be filed under federal law, the findings presented in this report are based on an analysis, made by parents and citizens in a midwestern city, of 12 texts in the elementary reading program of a major publisher. Generally, the findings are stated in quantitative terms and are grouped under three categories: the assignment of abilities, traits, interests and activities on the basis of sex stereotypes; the lack of recognition of the actions and achievements of women in biography and history, and the male-relatedness of female historical figures; and the lack of respect for women and girls as evidenced by their underrepresentation in the content and illustrations of the books, the demeaning and derogatory content, and the absence of female reference words. The analysis shows that sex discrimination in these textbooks is extensive in all categories. (The 12 textbooks and their ratings, a copy of the formal complaint and related correspondence, a list of the participants and advisors, a discussion of "sexist texts," and a list of resource material for individuals seeking to review or study sex-role stereotyping in their own schools' textbooks are appended.) (FL)

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Sex Discrimination in an Elementary Reading Program

A REPORT BASED ON THE WORK OF THE COMMITTEE TO STUDY SEX DISCRIMINATION IN THE KALAMAZOO PUBLIC SCHOOLS

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The Lesson: I

Foreword

The Michigan Women's Commission is charged with studying the problems women face in education, employment, health, family relations, law enforcement, and civil and political rights. In education, one of the most crucial concerns is sex-role stereotyping in textbooks.

We present herein a report on sex discrimination in the textbooks of an elementary reading program. In these textbooks, women and girls are severely underrepresented in content, emphasis, and illustration. This reading program is currently in use in the elementary schools of Kalamazoo, Michigan. The findings were the basis for the first administrative complaint alleging sex discrimination in textbooks to be filed under Federal law. The complaint was mailed to the Secretary of the Department of Health, Education and Welfare on May 29, 1973. It was filed under Title IX of the Education Acts, a law prohibiting sex discrimination in education that was enacted in 1972.

Title IX states in Section 901(a):

> No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program receiving federal financial assistance.

This law covers pre-schools, elementary and secondary schools, as well as institutions of vocational education, professional education, and undergraduate and graduate higher education. Any program receiving federal financial assistance by way of grant, loan, or contract, other than contracts of insurance or guaranty, is covered.

The study on which the Kalamazoo Title IX complaint is based is a true grassroots product. Thirty-two people in Kalamazoo participated in the study. Many of these participants are also members of the Committee to Study Sex Discrimination in the Kalamazoo Public Schools, created by the Kalamazoo Board of Education in December, 1971, and discharged in October, 1973, by that Board. Dedicated people in Kalamazoo and their consultants in other Michigan cities have devoted hundreds of hours to this study.

Kalamazoo citizens have a remarkable tradition of innovation in public education. In 1872, the village of Kalamazoo established a high school and employed a superintendent of schools. The voters then approved a levy of additional school taxes to cover the expenses, whereupon a citizen brought a "friendly" suit to test whether the village could tax for such a purpose. The decision of the Michigan Supreme Court in this matter was an important

milestone in the establishment of the American public high school. In the preceding decades, it was the determination and dedication of another Kalamazoo citizen, Lucinda Stone, in a twenty-year campaign, that gained the admission of women to the University of Michigan in 1870. A century later, Kalamazoo citizens were the first in the nation to attack sex discrimination in textbooks under Federal law.

The Michigan Women's Commission has actively supported the committee's efforts and has contacted Michigan's representatives in Washington asking them to expedite the Kalamazoo complaint. We provide here, in the text and appendices, the final report of the Kalamazoo committee's work, as well as a brief bibliography. We hope this report will be of assistance to other groups in the nation that are dealing with sex discrimination in elementary reading programs, a priority problem for the women's movement. We encourage those working on this problem to borrow from this report those ideas and conclusions that will make a positive contribution to their efforts.

N. Lorraine Beebe

N. LORRAINE BEEBE
Chairwoman
Michigan Women's Commission

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Introduction

This report is based on the work of a group of parents of school children and other citizens of a midwestern American city. The committee that conducted the study consists of people who are concerned about sex discrimination in their local schools. It was created in December, 1971, by the Board of Education of Kalamazoo, Michigan, and began work under the title of "Committee to Study Sex Discrimination in the Kalamazoo Public Schools." During the next two years this committee studied sex discrimination in the public school system in physical education and sports, in employment, in curriculum, and in the elementary textbooks purchased by the Kalamazoo Board of Education for long-term, system-wide use.

The last mentioned project—the study of textbooks—is fundamental to an investigation of sex discrimination in elementary schools. The elementary school reading program is a critical element in the socialization of the American child. The learning it provides about role models and expectations is influential in the life planning of pupils and is a major supplement to the home experience of children. With few exceptions, every elementary school child is exposed to a reading textbook every day. Unless the pupil chooses not to open the book, there is no escape. Even if the child looks only at the illustrations or is unable to read, she/he will experience in the classroom group discussion of the stories, plays, and other material in the texts. Thus, by passive reception or active involvement, whatever overt and covert messages the book contains penetrate pupils' minds early and often.

This study began in May, 1973, when the committee learned that the Kalamazoo Board of Education was considering the purchase of the Houghton Mifflin elementary reading texts. After a preliminary review of the reading program the Board was considering, the committee recommended that the Board postpone action. Despite the committee's presentation and request, the Board authorized purchase of the Houghton Mifflin elementary reading program for system-wide use in Grades One through Six.[1]

On May 29, 1973, on the advice and with the assistance of counsel, the committee filed a formal complaint and a preliminary report with the United States Department of Health, Education and Welfare under Title IX of the Education Amendments of 1972.

Title IX, enacted on June 23, 1972, provides:

> No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to dis-

1. For details about the textbooks, including titles, reading level, and grade level, see Appendix A.

crimination under any education program receiving federal financial assistance.

This law covers pre-schools, elementary and secondary schools, as well as institutions of vocational education, professional education, and undergraduate and graduate higher education. Any program receiving federal financial assistance by way of grant, loan, or contract, other than contracts of insurance or guaranty, is covered. The Kalamazoo complaint[2] was the first relating to textbooks submitted under Title IX.

The textbooks under scrutiny were the 12 texts in the elementary reading program published by Houghton Mifflin Company of Boston, Massachusetts. Each of the texts is divided into several sections: "Stories," "Poems," "Plays," "Skills Lessons," "Informational Articles," and "Fun and Games." Books Eight through Twelve include sections on recommended readings entitled "More Books to Enjoy."

In May, 1973, as the Board was considering the adoption of these texts, the committee began its study of each book, section by section, and also observed aggregate phenomena across all the textbooks. Its findings are set forth in this report both by section and across the entire series. Wherever possible, the data are stated in quantitative terms and are grouped under three categories:

I. Assignment of abilities, traits, interests, and activities on the basis of sex stereotypes.

II. Lack of recognition of the actions and achievements of women.

III. Lack of respect for women and girls.

The analysis shows that sex discrimination in these textbooks in all categories is extensive.[3]

The importance of these findings is clear when we remind ourselves of the purpose of public education in America. One of the principal functions of the American public school system is to enable our children, when grown, to obtain employment appropriate to their potential. The elimination and prevention of discrimination in employment, based on race, religion, national origin, sex, or any other extraneous factor, is a commitment that has been repeatedly affirmed in various Federal statutes. To declare that girls should be assured the same opportunities as boys for employment upon graduation is a principle that few will any longer dispute. But to subject girls in public school to years of conditioning that discourages them from considering many occupational roles is to mock that principle.

---

2. A copy of the original complaint and the preliminary report will be found in Appendix B. Regulations for the enforcement of Title IX had not been adopted as of September, 1974.

3. Each of the 12 books was read by 3 people using work sheets to record their findings. The data used in this report are those compiled by the members of the committee that read each book. Each reader's over-all rating of his/her text is shown in Appendix A. The names of participants and advisors are listed in Appendix C.

Constant exposure to a sex discriminatory reading program induces in all children inaccurate, restrictive, and stereotypic attitudes toward human potential. It is clear that the indoctrination of our children by a biased reading program is detrimental to them as individuals and to the society of which they are a part. One of the major effects such a program has on girls is to create or to reinforce low self-esteem, a perception which first reduces participation in school activities and later sharply limits employment aspirations. Of equal importance is the fact that low self-esteem has a pervasive influence on women's level of achievement. It may also be one of the major causes of the American woman's lack of political power.

We hope this study will be of assistance to citizens in other American communities who seek to eliminate sex discrimination from textbooks and other aspects of American public education.

Every society has its own definition of what jobs are suitable for men and what for women, and to reverse these jobs is one of the most painful and difficult things a people can do. In our society, there are increasing numbers of jobs which either men or women can perform. Nevertheless, think of how ridiculous and even shameful it would seem to us for a woman to be captain of a freighter or for a man to stay home and cook and take care of the children while the wife goes out to work. Such was also the feeling of the Iroquois about the difference between the jobs of men and women in their society.[*]

—Hazel W. Hertzberg

[*] Hazel W. Hertzberg, *The Great Tree and the Long House: The Culture of the Iroquois*, New York: Macmillan & Co., 1966, p. 7. (Assigned reading for the eighth grade at Slauson Junior High School, Ann Arbor, 1974.)

I

Sex Stereotypes

Abilities, traits, and interests of men and women are often assigned in these reading texts on the basis of sex stereotypes.

Sex stereotypes arise from the belief that certain abilities, traits, and interests usually occur only in men and boys and other abilities, traits, and interests occur only in women and girls. These stereotypes are grounded in ignorance and fear and unreasonably restrict the rights of individuals to make their own life choices. They are particularly destructive to children, because they profoundly influence their level of self-esteem, choice of occupation, and means of self-expression.

A. Occupational Stereotyping by Sex

1. Occupations for men and women as portrayed in the reading texts

Occupational stereotyping by sex pervades the Houghton Mifflin series. A total of 242 occupations are portrayed in the text and illustrations of the 12 texts. Men are portrayed in 213 different occupations. Women are portrayed in 39 occupations, less than one-fifth of the number for men. Of the occupations portrayed, 203 are held by men only and 29 are held by women only.

We list in Table A, in two columns, the 213 occupations in which men are portrayed and the 39 occupations in which women are portrayed. Of the 213 occupations portrayed by males, 60 appear in more than one book. Counting one for every textbook in which an occupation appears, occupations held by men appear 324 times, occupations held by women appear 71 times.

TABLE A

OCCUPATIONS IN THE READING TEXTS, BY GENDER*

	Portrayed as held by a	
	Male	*Female*
1.	Actor (2)*	
2.	Adventurer	
3.	Agriculture Inspector	

TABLE A—Continued

Portrayed as held by a	
Male	*Female*
4. Airline Cargo Loader	
5. Aquanaut	
6. Archeologist	
7. Architect	
8. Artist	
9. Astronaut (3)	
	1. Astro-navigator[b]
10. Astronomer	
11. Auto Worker	
12. Author	
13. Athlete	
	2. Ballet Dancer
14. Balloon Salesman	
15. Band Leader	
16. Barber	
17. Baseball Player (3)	
	3. Beggar
	4. Botanist
18. Bridge Tender	
	5. Brownie Scout Leader
19. Builder (Boat)	
20. Builder (House)	
21. Bullfighter	
22. Bulldozer Operator	
23. Bus Driver (4)	
24. Butcher	
25. Businessman	
26. Butler	
27. Camel Driver	
28. Cameraman (TV)	
29. Candy Store Employee	
	6. Candy Store Owner
30. Captain (Ship) (5)	
31. Captain (Army)	
32. Captain (Navy)	
33. Captain (Spaceship) (2)	
34. Caravan Leader	
35. Carpenter	
	7. Charity Worker
	8. Charwoman (2)
36. Chef	
	9. Circus Fat Lady
37. Circus Tall Man	

TABLE A—Continued

	Portrayed as held by a	
	Male	*Female*
38.	Circus Strong Man	
39.	Circus Manager	
40.	CITY COUNCIL MEMBER[c]	10. CITY COUNCIL MEMBER
41.	Clown	
42.	COACH (2)	11. COACH (BASEBALL)
43.	Coin Maker	
44.	Conductor (Orchestra)	
45.	COMPUTER PROGRAMMER	12. COMPUTER PROGRAMMER[b]
		13. Computer Worker
46.	Construction Worker (2)	
47.	Cook (Chuck Wagon)	
48.	Cowboy (3)	
49.	Deep Sea Diver	
50.	Dentist (3)	
51.	Department of Bridges Employee	
52.	Deliveryman (2)	
53.	Director of Academy of Music	
54.	Doctor of Cosmic Geography	
		14. Doctor of History
55.	Doctor of Mathematics	
56.	Dockworker	
57.	Doctor (5)	
58.	Drugstore Owner	
		15. Duchess
59.	Editor (2)	
60.	Electrician	
		16. Electronics Engineer[b]
61.	Emperor	
62.	Engineer	
63.	Expedition Leader	
		17. Factory Worker
64.	FARMER (10)	18. FARMER[d]
65.	FBI Man	
66.	Fireman (2)	
67.	Fire Chief	
68.	Fisherman (5)	
69.	Fish Processing Expert	
70.	Florist	
71.	Flower Cart Owner	
		19. Flower Cutter
72.	Flower Shop Owner (2)	

TABLE A—Continued

Portrayed as held by a	
Male	*Female*
73. Foreman (2)	
74. Forest Service Worker	
75. Fruit Picker	
76. Garbageman (2)	
	20. Geologist[b]
77. Governor	
78. Government Worker	
79. Grocer (4)	
80. Grocer's Helper (2)	
81. Guard	
82. Handyman	
83. Helicopter Pilot	
	21. Hospital Play Lady
84. Hospital Manager	
85. Hospital Worker (2)	
	22. Housekeeper
86. House Painter	
	23. Housewife[d]/mother[e] (12)
87. Hunter (3)	
88. Ice Cream Man (2)	
89. Indian Chief	
90. Indian Warrior	
91. Industrialist	
92. Innkeeper	
93. Inventor (3)	
94. Janitor	
95. Jazz Composer	
96. Judge (2)	
97. Judge (Contest) (2)	
98. Junkman	
99. Junkyard Owner	
100. King	
101. King's Attendant	
102. Knight	
103. Laborer	
104. Laundryman (2)	
105. Lawyer (2)	
	24. Librarian (2)
106. Lumberjack	
107. Lunchroom Owner	
108. Magician	
	25. Maid (Servant)
109. Mailman (2)	

TABLE A—Continued

	Portrayed as held by a	
	Male	*Female*
110.	Manager (Trading Post)	
111.	Mason	
112.	Mayor (3)	
113.	Mechanic	
114.	MIGRANT WORKER	26. MIGRANT WORKER[a]
115.	Milkman (3)	
116.	Minister	
117.	MODEL	27. MODEL
		28. Movie Star
118.	Moving Company Owner	
119.	Museum Worker (2)	
120.	Musician	
121.	Notmaker	
122.	Newsman (2)	
123.	NEWSSTAND MAN (2)	29. NEWSSTAND OPERATOR
		30. Nurse (6)
124.	Office Worker	
125.	Orchard Owner	
126.	Painter (2)	
127.	Pet Shop Owner (3)	
128.	Photographer (Portrait)	
129.	Pharmacist (2)	
130.	Philosopher	
131.	Physicist and Fuel Expert	
		31. Pianist
132.	Pilot	
133.	Pirate (2)	
134.	Plumber (2)	
135.	Plumber's Helper	
136.	Policeman (11)	
137.	Police Chief (3)	
138.	Politician	
139.	Political Scientist	
140.	President of the United States (2)	
141.	President of Isaak Walton League	
142.	Prince	
143.	Principal (Elementary)	
144.	Printer	
145.	Pushcart Maker	
146.	Pushcart Owner	
		32. Queen

TABLE A—Continued

	Portrayed as held by a	
	Male	*Female*
147.	Radar Man	
148.	Railroad Brakeman	
149.	Railroad Conductor (2)	
150.	Railroad Crewman	
151.	Railroad Dispatcher	
152.	Railroad Engineer (2)	
153.	Railroad Fireman	
154.	Railroad Section Foreman	
155.	Railroad Station Master	
156.	Railroad Switchman	
157.	Rainmaker	
158.	Rancher (2)	
159.	Refrigerator Serviceman	
160.	Researcher	
161.	Reporter	
162.	Rolling Mill Man	
163.	Sailor (4)	
164.	SALESMAN (2)	33. SALESWOMAN
165.	Sculptor (2)	
166.	Scientist (3)	
167.	Seaman	
		34. Seamstress(2)[4]
		35. Secretary (2)
168.	Secretary of Quaker Committee	
169.	Servant	
170.	Sheet Metal Man	
171.	Sheriff (2)	
172.	Shoe Repairman	
173.	Singer	
		36. Skater
174.	Skier	
175.	Soda Fountain Clerk	
176.	Soldier (4)	
177.	Sportsman	
178.	Spy	
179.	Squire	
180.	Statesman	
181.	Store Owner (2)	
182.	Strong Man	
183.	Taxidermist	
184.	TEACHER (3)	37. TEACHER (11)
185.	Teamster	

TABLE A—Continued

	Portrayed as held by a	
	Male	*Female*
186.	Telegraph Operator	
187.	Toy Store Owner	
188.	Traffic Commissioner	
189.	Traffic Coordination Specialist	
190.	Traffic Psychologist	
191.	Trainer (Animal)	
192.	Trainer (Dog)	
193.	Trapper	
194.	Trash Collector	
195.	Treasure Diver	
196.	Truck Driver (3)	
197.	TV Antenna Repairman	
198.	TV Commentator	
199.	Umpire	
200.	UNDERGROUND RAILROAD WORKER (pre-Civil War)	38. UNDERGROUND RAILROAD WORKER (pre-Civil War)
201.	University Department Head (Mathematics)	
202.	Vendor (2)	
203.	Veterinarian (4)	
204.	Vice-President of United States	
205.	Violinist	
206.	Waiter (2)	
207.	Warehouse Worker	
208.	Watchman	
209.	Weather Observer	
210.	Whaler	
211.	Wise Man (2)	
		39. Witch (3)
212.	Zoo Guard	
213.	Zoo Keeper	

* This table includes both paid and unpaid occupations.

a. A number in parenthesis denotes the number of texts in which an occupation appears.

b. This occupation and at least three others are portrayed in a science play by a woman who is also a mother.

c. Occupations shown in BLOCK CAPITALS are portrayed in these reading texts by members of both sexes.

d. Occupations held by a mother. The farmer is widowed, the seamstress works at home. See also Table A, footnote b.

e. Women appear in the role of mother in each of the 12 books; men appear in the role of father in 6 texts.

Of the 39 occupations portrayed by women, only 7 appear in more than one book:

Housewife/mother	12 books
Librarian	2 books
Nurse	6 books
Seamstress	2 books
Secretary	2 books
Teacher	11 books
Witch	3 books

After six years, the elementary reader might conclude that sex is a *bona fide* occupational qualification for 95 per cent of all the jobs in the world.

Ten of the occupations shown are held by both men and women. They are: city council member, coach, computer programmer, farmer, migrant worker, model, newsstand operator, salesperson, teacher, pre-Civil War underground railroad worker. On the basis of these observations, the elementary school child might reasonably conclude that sex is a *bona fide* occupational qualification for 95 per cent of all of the jobs in the world.

2. Housewives/mothers who work outside the home as portrayed in the texts

Although the role of "mother" is portrayed in all sections of all 12 textbooks, only 5 mothers in the texts work outside the home. One additional mother (shown as (1) in Table B) works in her home at an occupation distinct from housewifery. Of these 6, only 4 have identifiable occupations.

In 8 books—two-thirds of the texts in the reading program—no mother is portrayed who works outside the home. The 1970 U.S. Census shows that in the real world of the city of Kalamazoo, 41.3% of the women over the age of 16 work outside the home.

B. Sex Stereotyping of Traits

Some traits in the reading texts are assigned by sex. Examples of such arbitrary assignment are found in all 12 books. Females are frequently presented as domesticated, passive, and dependent, afraid of loud noises and of large and small animals.

1. Fear of insects and animals

Example #1. The girl says, "I don't want a dinosaur to get me. I'm scared to hunt dinosaurs." (The boy is not afraid.) *Dinosaurs*, p. 76.

Example #2. "Too Many Bozos," *Rainbows*, pp. 57-75. Mother exhibits fear and disapproval of a frog, a white mouse, and an enclosed ant farm.

Example #3. "Henry felt a little uncomfortable to see his mother catching worms. . . ." The implication is that the son knows (even if

TABLE B

HOUSEWIVES/MOTHERS WHO WORK OUTSIDE THE HOME, BY OCCUPATION AND BY TEXT

Textbook Title	*Number of Mothers Who Work Outside the Home*	*Occupation*
Tigers	0	
Lions	0	
Dinosaurs	0	
Rainbows	0	
Signposts	0	
Secrets	0	
Rewards	2	Not specified
	(1)	(Also portrayed in this text is a seamstress who works at home)
Panorama	0	
Fiesta	1	Farmer (a widow)
Kaleidoscope	1	Migrant Worker
Images	0	
Galaxies	1	Astro-navigator/ Geologist/Electronics Engineer/Computer Programmer: all by one woman in a science fiction play
TOTAL	5 (1)	

the mother doesn't) that she is expected to be afraid of worms. *Kaleidoscope*, p. 139.

2. Dependency

Example #4. "Hooray for Jasper," *Signposts*, pp. 79-97. Boy climbs tree and saves kitten for girl. On page 96 girl is shown to be same size as boy.

Example #5. "More often than not, Pansy followed Pusey's lead, agreeably doing the things he wanted to do. But there were times when she played happily alone, conversing with her family of dolls." *Galaxies*, p. 217.

C. General Sex Stereotypes

Men and boys are heavily overrepresented in these texts. As shown in Section A above, men are portrayed in 5 times as many occupations as

women. In historical references and biography men appear 9 times as often as women.

Women, when they appear in these texts, are most frequently housewives/mothers, occupied with cleaning, cooking, and serving their children. When abilities, traits, interests, and activities are assigned on the basis of sex, such stereotyping has the effect of restricting individual expectations and aspirations. Thus, in content and in illustration, these texts encourage girls to limit rather than expand their range of occupational choices.

1. Males achieve

   The overemphasis in these texts on males in biography, in history, and in the work force outside the home might be interpreted by children to mean that "males are the doers, females the watchers." In general, women in these texts are presented as the domesticated appendages of men, not as persons who make history and perform significant work outside the home.

2. Female = Mother = Housework

   "Mother" is the most common adult female role portrayed. The occupation/role combination of housewife/mother appears frequently in every book in the program. "Mother" in these texts is almost always at home and available. She cooks, keeps things tidy, and serves children.

   The housework in these texts is done by mothers and girls. Indeed, the first female to appear in the series is a girl with a mop in her hand (see illustration). The first housewife/mother in the series is found five pages further on, ironing.

   Despite the great amount of housework that is done in these texts by women and girls, only one complains. Boys seldom do housework in these books, and when they do they complain a lot.

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*We supposed it had always been understood in this state that education, not merely in the rudiments, but in an enlarged sense, was regarded as an important practical advantage to be supplied at their option to rich and poor alike, and not as something pertaining merely to culture and accomplishment to be brought as such within the reach of those whose accumulated wealth enabled them to pay for it.**

—Justice Thomas M. Cooley

Charles E. Stuart et al. v. School District No. 1 of the Village of Kalamazoo, et al., 30 *Mich.* 69 at 75 (1874). (*Michigan Reports*, 1874-1875, Vol. 30, p. 75.)

II

The Actions and Achievements of Women

The actions and achievements of women in history and society are so neglected in these texts as to be almost invisible.

Young children become aware of the contribution women have made to our country, our cultures, and our civilization by noting historical references to women and by learning about them through biography. Girls assess their own potential for achievement by noting what the mirror of culture reflects about the actions and achievements of women.

A. Underrepresentation of women in biography

To ascertain what reflection of their own potential the children in Kalamazoo might find in these texts, we tabulated by gender the incidence of biography in this series of texts.

In the "Stories" section of the texts, there are 8 biographies of males. In other book sections there are 4 additional biographical items about males. There are only 4 biographies of females.

Table C shows the names of the 16 people featured biographically in the series. Taking biographies and biographical items together, 75% are about males and 25% are about females.

B. Underrepresentation of female historical figures

From *Rewards*, the seventh text in the series, through the last text, *Galaxies*, there are 93 references to 89 historical figures, not including the persons who are the subjects of biography. Table D lists the names of 83 men and 6 women referred to in historical references in the last 6 books of the reading program. It also lists (in block capitals) the names of the 12 men and 3 women and one girl who are given fuller biographical treatment in the texts.

If we tell children about Thomas Jefferson, why not also Susan B. Anthony? If Edgar Degas, why not Rosa Bonheur? We have Milton Cross, but not Barbara Walters, Basil Rathbone but not Ethel Barrymore or

TABLE C

SUBJECTS OF BIOGRAPHY, BY GENDER AND SECTION

	Male				*Female*
Textbook	*"Story" Section*	*"Informational Article" Section*	*"Fun and Games" Section*	*"Poem" Section*	*"Story" Section*
Panorama		Henry Ford			
Fiesta					Kate Shelley
Kaleidoscope	Jesse Owens Samuel Morse				Laura Ingalls Wilder
Images	Hans Christian Anderson Albert Schweitzer				Harriet Tubman
Galaxies	Thomas Edison Martin Luther King, Jr. Nathanial Bowditch Mark Twain	Archimedes	Houdini	Anton Leeuwenhoek	Karana (Eskimo girl)

Katherine Cornell, Louis Armstrong and King Oliver but not Billie Holliday, William Howard Taft but not Jane Addams, Isaac Newton but not Madame Curie or Maria Mitchell.

If we have Mark Twain, where is Willa Cather? If King George II, where is Elizabeth I? A Crown Prince of Norway (unspecified) is included but not Christina of Sweden. If Ralph Abernathy, why not Wilma Scott Heide? If Lewis Carroll, why not Beatrix Potter; if Yuri Gagarin, why not Valentina Tereschkova; if Jonas Salk, why not Margaret Sanger or Marie Stopes; if Jesse Owens, why not Wilma Rudolph or Althea Gibson?

We are referred to Richard Nixon but not Golda Meir, Herbert Hoover but not Indira Gandhi, John F. Kennedy but not Boadicea, King Henry I of England but not Eleanor of Aquitaine, Duke Ellington but not Marian Anderson, Sam Houston but not Alice Paul, Virgil Grissom but not Amelia Earhart, Stephen Douglas but not Harriet Beecher Stowe, Johnny Appleseed but not Anne Frank.

These texts contain a reference to Henry David Thoreau but not to Emily Dickinson, Albert Schweitzer but not Florence Nightingale or Clara Barton, Ethan Allen but not Rosa Luxemburg, Kit Carson but not Sacajawea, William Tell but not Joan of Arc.

TABLE D

MALE HISTORICAL FIGURES MENTIONED IN BOOKS SEVEN THROUGH TWELVE AND FEMALE HISTORICAL FIGURES MENTIONED IN BOOKS NINE THROUGH TWELVE

Male	*Female*
1. Ralph Abernathy	
2. Ethan Allen	
3. Johnny Appleseed	
4. ARCHIMEDES	
5. Aristotle	
6. Louis Armstrong	
7. Neil Armstrong	
8. HANS CHRISTIAN ANDERSEN[a]	
9. Benjamin Banneker	
10. Alexander Graham Bell	
11. NATHANIEL BOWDITCH	
12. Louis Braille	
13. Constantin Brancusi	
14. Paul Bunyan	
15. Admiral Richard E. Byrd	
16. Lewis Carroll	
17. George Washington Carver	
18. Kit Carson	

TABLE D (continued)

Male	*Female*
19. Christopher Columbus	
20. Copernicus	
21. Hernando Cortez	
22. Milton Cross	
23. Baron de Coubertin	
24. Edgar Degas	
25. Captain William Delaplace	
26. Admiral Manuel de Velasco	
27. Stephen Douglas	
28. Dr. Charles R. Drew	
29. THOMAS EDISON	
30. Duke Ellington	
31. Eratosthenes	
32. William Evans	
33. HENRY FORD	
34. Benjamin Franklin[b]	
35. Yuri Gagarin	
36. Galileo	
37. Thomas Garrett[c]	1. Sarah Garrett
38. King George III	
39. Mohandas Gandhi	
40. John Glenn	
41. Colonel John E. Gowen	
42. Virgil Grissom	
43. King Henry I of England	
44. John Henry	
45. James Hill	
46. John Hill[e]	2. Mrs. John Hill[d]
47. Hokusai	
48. Herbert Hoover	
49. HOUDINI	
50. Sam Houston	
51. Thomas Jefferson	
52. William Le Baron Jenney	
53. Lyndon B. Johnson	
	3. KARANA (Eskimo girl)
54. John F. Kennedy	
55. MARTIN LUTHER KING, JR.[e]	4. Coretta Scott King
56. Dr. Theodore K. Lawless	
57. Anton Leeuwenhoek	
58. Roy Lichtenstein	
59. Abraham Lincoln[b]	
60. Elijah McCoy	
61. Donald McKay	

TABLE D (continued)

Male	*Female*
62. Franz Marc	
63. John Marin	
64. Jan Matzeliger	
65. Montezuma	
66. Garrett A. Morgan	
67. SAMUEL MORSE	
68. Isaac Newton	
69. Richard Nixon	
70. Crown Prince of Norway	
71. King Oliver	
72. JESSE OWENS	
	5. Mrs. Rosa Parks
73. Dr. Julian Percy	
74. Jose Pino	
75. Ptolemy	
76. Pythagoras	
77. Basil Rathbone	
78. Admiral Chateau-Renault	
79. Juan Antonio Rivera	
80. Babe Ruth	
81. Jonas Salk	
	6. KATE SHELLEY
82. William Archibald Spooner	
83. ALBERT SCHWEITZER	
84. William Howard Taft	
85. William Tell	
86. Henry David Thoreau	
87. Arturo Toscanini	
	7. HARRIET TUBMAN
88. MARK TWAIN	
89. Van Wienen	
90. George Washington	
91. Dr. Daniel Hale Williams	
	8. Queen Victoria
	9. LAURA INGALLS WILDER
92. Duke of Windsor[c]	10. Duchess of Windsor
93. Granville T. Woods	
94. Frank Lloyd Wright	
95. Andrew Wyeth	

a. Persons whose names are shown in BLOCK CAPITALS are given fuller biographical treatment in the texts.
b. Benjamin Franklin, Babe Ruth, and Hernando Cortez are each mentioned in 2 texts; Lincoln is mentioned in 4.
c. Wife is also mentioned.
d. We are not given her first name.

Table E shows the distribution of historical references by text. Names in block capitals are those of persons given fuller biographical treatment in the texts.

TABLE E

REFERENCES TO MALE AND FEMALE HISTORICAL FIGURES,* BY TEXT

Text	*Biographical and Historical References*		
	Male	*Husband & Wife*	*Female*
Rewards	Abraham Lincoln		
Panorama	HENRY FORD, Louis Braille		
Fiesta	Johnny Appleseed, John Henry, Louis Armstrong, King Oliver, Duke Ellington, John F. Kennedy, Abraham Lincoln, Thomas Jefferson, Paul Bunyan		KATE SHELLEY
Kaleido-scope	JESSE OWENS, SAMUEL MORSE, Abraham Lincoln, Stephen Douglas, Benjamin Franklin, Ethan Allen, Capt. Delaplace, Virgil Grissom, Adm. Richard E. Byrd, Donald McKay, Kit Carson, Yuri Gagarin, Babe Ruth, John Glenn, Sam Houston, Baron de Coubertin, William Le Baron Jenney, Frank Lloyd Wright		LAURA INGALLS WILDER
Images	HANS CHRISTIAN ANDERSEN, ALBERT SCHWEITZER, Benjamin Franklin, King George III, George Washington, George Washington Carver, Dr. Charles R. Drew, Dr.	Mr. & Mrs. John Hill, Thomas and Sarah Garrett	HARRIET TUBMAN Queen Victoria

TABLE E (cont'd.)

Text	*Biographical and Historical References*		
	Male	*Husband & Wife*	*Female*
Images (cont'd.)	Julian Percy, Dr. Theodore K. Lawless, Jan Matzeliger, Elijah McCoy, Garrett A. Morgan, Dr. Daniel Hale Williams, Granville T. Woods, Neil Armstrong, Christopher Columbus, Hernando Cortez, Galileo, King Henry I of England, Lewis Carroll, Juan Antonio Rivera, Adm. Manuel de Velasco, Adm. Chateau-Renault, William Evans, Col. John E. Gowen, Jose Pino, van Wienen, Abraham Lincoln, Babe Ruth, James Hill		
Galaxies	THOMAS EDISON, NATHANIEL BOWDITCH, MARK TWAIN, ARCHIMEDES, HOUDINI, ANTON LEEUWENHOEK, Jonas Salk, Alexander Graham Bell, Arturo Toscanini, Milton Cross, Andrew Wyeth, Eratosthenes, Ptolemy, Copernicus, Hokusai, John Marin, Roy Lichtenstein, Richard Nixon, Crown Prince of Norway, Basil Rathbone, Constantin Brancusi, Edgar Degas, Franz Marc, Isaac Newton, Mohandas Gandhi, Henry David Thoreau, Ralph Abernathy, Herbert Hoover, Lyndon B. Johnson, Hernando Cortez, Montezuma, Aristotle, Pythagoras, William Archibald Spooner, William Tell	MARTIN LUTHER KING, JR., and Coretta Scott King; the Duke and Duchess of Windsor	KARANA Mrs. Rosa Parks

a. Persons whose names are shown in BLOCK CAPITALS are given fuller biographic treatment in the texts.

Where are Lucretia Mott and Sarah Bernhardt? Sappho and Mary, Queen of Scots? Pocahontas and Catherine the Great and Sojourner Truth? Madame Sun Yat-sen, Anna Freud, Emma Goldman, Mary Baker Eddy, Margaret Mead, Gertrude Stein, Sylvia Plath, Aspasia of Miletas, and Gwendolyn Brooks?

Where can we find George Eliot and Mary McCarthy? Jessica and Nancy Mitford and the Bronte sisters? Elizabeth Blackwell, Irene Castle, Simone de Beauvoir? Annie Besant, Emmeline Pankhurst, Elizabeth Cady Stanton, Mary Church Terrell, Mariana Braceti, Lakshmi Bai, and Charlotte Perkins Gilman?

Where are Florynce Kennedy, Betty Friedan, Bernice Sandler, Eleanor Holmes Norton, and Sylvia Roberts? What about Alice Rossi, Ruth Bader Ginsburg, Jeannette Rankin, and Mary Wollstonecraft? What about Lucy Stone, Marya Mannes, Lorena Weeks, and Anaïs Nin? Where are Eleanor Roosevelt, Martha Griffiths, Shirley Chisholm, Edith Green, Patsy Mink, Frances Perkins, Constance Cook, Maria Leona Vicario, and Semiramis?

How about Merle Oberon, Lily Pons, Martha Graham, Cornelia Otis Skinner, Joan Sutherland, and Dorothea Lee? Edna St. Vincent Millay, Oveta Culp Hobby, Anne Hutchinson, Carrie Chapman Catt, Marie Antoinette, or Greta Garbo? Where is Margaret Chase Smith? Where is Clare Boothe Luce? Elizabeth Barrett Browning? Mary McLeod Bethune? Nefertiti? Barbara Ward? Emma Willard? Esther? Liliuokalani? Tz'u Hsi? Tamyris? Catherine Littlefield Greene?

The numerical totals for all references are shown in Table F. A total of 105 persons are mentioned, 95 men and 9 women and one girl. Apart from biographies and biographical items, 83 of the persons referred to are men and 6 are women.

C. Male-relatedness of female historical figures

Two of the six women to whom historical reference is made are referred to by their husbands' names: "Thomas Garrett's wife, Sarah" and "Mrs. John Hill." Two others, Coretta Scott King and the Duchess of Windsor, are also referred to in connection with their husbands. Of the women referred to but not given biographic treatment, only Mrs. Rosa Parks and Queen Victoria are mentioned independent of their husbands.

TABLE F

NUMBER OF REFERENCES TO HISTORICAL FIGURES, BY GENDER AND GRADE LEVEL

Grade Level	Textbook	Males			Females		Total No. of Individuals	
		Hist. Ref.		Bio. or Bio. Item	Hist. Ref.	Bio. or Bio. Item	Male	Female
Two	*Rewards*	1					1	
Three	*Panorama*	1		1			2	
Three	*Fiesta*	9	(1)[a]			1	8	1
Four	*Kaleido-scope*	16	(1)	2		1	17	1
Five	*Images*	32	(3)	2	3	1	31	4
Six	*Galaxies*	30	(1)	7	3	1	36	4
TOTALS		89	(6)	12	6	4	95	10

a. Numbers in parentheses indicate number of males who were previously referred to in an earlier text.

*A democratic education is indispensable to protect women from the dangers with which democratic institutions and manners surround them.**

—Alexis de Tocqueville

* Alexis de Tocqueville, *Democracy in America*, p. 18. Quoted by A. P. Buek and J. H. Orleans, "Sex Discrimination—A Bar to a Democratic Education: Overview of Title IX of the Education Amendments of 1972." *Connecticut Law Review*, Vol. 6 (Fall, 1973), p. 1.

III

Respect for Women and Girls

These texts display throughout a lack of respect for women and girls that can be demonstrated statistically and substantively.

(1) Females are severely underrepresented in content and illustrations in all sections of every text.

(2) In each text one or more comments occur that demean or deride women or girls, simply because they are female.

(3) Pronouns of the female gender are totally absent from the first two readers —on the incredible excuse that the word "she" doesn't appear high enough on word lists.[1]

Young children are very much aware of gender. Whether or not they are able to express it outwardly, they feel a pull to identify with characters of the same sex. As girls learn to read, they tend to identify with females in the stories whether human or animal and boys tend to identify with males. Children are also quite sensitive to the gender of pronouns, having so recently learned to use them.

A reading program in which the prominent roles in stories, plays, and poems are most often filled by males does not meet the needs of the pupils

1. Note the circularity: Apparently words of the female gender are not used in the early books because they do not appear high on word lists which are evidently compiled from counting words that appear in other early books which do not use female words because they do not appear high enough. . . . Like the picture within a picture within a picture on the old Baker's Cocoa box, this trail can take us back decades into the mysteries of textbook publishing. Superintendent Coats explains in his letter of August 23, 1973: "As for the belated introduction of the word *she*, a major consideration in determining the sequence of word introductions was the relative frequency of words in printed matter; and the word *she* does not at present occur as frequently in printed matter as either *it* or *he*. See the article by Dr. Kucera in the *American Heritage Dictionary* for corroboration." (For the entire letter, see Appendix B.)

in the elementary school population. It does not provide either girls or boys with sufficient female models. In addition, an imbalance of the degree displayed in the Houghton Mifflin reading texts shows a lack of respect for women and girls so blatant as to constitute sex discrimination.

The implications are as follows:

Phenomena	⟶	*Conclusion*
Male characters occur frequently		Men and boys are important
Female characters occur infrequently		Women and girls are unimportant
I am a girl		I am not important

Young children do not shed at the door of the classroom their tendency to identify with animals and personify them. To many a young child exploring gender it does not matter what the species of the main character is. A female bird or a female rabbit is at least as likely to be screened by the child for gender as for being an animal different from a human. The gender imbalance in these texts might be remedied to some degree if the publishers had included as many female animals as male animals. Instead these texts appear to contain more male animals than female humans.

A. Underrepresentation of Women and Girls in Content

1. "Stories" Sections

Each textbook contains a section entitled "Stories." In the complete series of 12 reading texts, there are a total of 169 stories. There are far more male main characters in these stories than female main characters. Of all the stories, 133 have main characters who are males. Only 22 stories have main characters who are female. Of the remaining stories, 13 have both male and female main characters; the main character in one story is gender neutral. Thus almost four-fifths of the stories have no main character who is female.

There are no female characters at all in the stories in the first book that Kalamazoo children are given to read. All of the characters, major and minor, in the stories in the first primer, *Tigers,* are male. In the stories in each of nine other texts, the main characters who are female occur in only 1 out of every 5 stories. Female main characters appear with somewhat greater frequency in *Signposts* (25%) and in *Lions* (40%).

Only one-half of the books in this series contain any story in which males and females play equally important roles.

Table G shows the totals by gender of main characters in the "Stories" sections of the texts.

TABLE G

GENDER OF MAIN CHARACTERS
IN "STORIES" SECTIONS

	Male	*Female*	*Male & Female*	*Gender Neutral*	*Total*
Total number of Stories	133	22	13	1	169
Percent of Total	79	13	7.5	0.5	100

2. "Poems" Sections

For classification purposes the poems in the texts were reviewed for gender orientation. Poems which are about human males or other male animals and poems which are gender neutral but accompanied by illustrations of males were classified as "male-oriented." Poems were classified as "female-oriented" when they showed corresponding female presence. When poems contained elements from both the male-oriented category, as above, and the female-oriented category, they were classified as male and female. Gender neutral poems contained no male or female animal or human characters and had no illustrations of males or females.

Of the total of 151 poems in books Four through Twelve, 41% are male-oriented and only 7% are female-oriented. In 3 texts there are no female-oriented poems at all.

Of the 73 poems with a single gender orientation, 62 (or 85%) are male-oriented.

Table H shows the distribution of poems classified by gender orientation.

3. "Plays" Sections

Of the 12 plays in the reading program, none has a leading female role. No play has more female than male roles or even an equal number of male and female roles. Three plays have no female roles at all.

Of the 119 leading and supporting roles, sex could be assigned to 102. Of these sex-assignable roles, 73 (or 72%) are male.

Table I shows the distribution of leading and supporting roles in the plays, by gender and by text.

4. "Skills Lessons" Sections

Every text in the series has "Skills Lessons" sections. Wherever possible, the examples used in the skills lessons were classified as male or female.

Of the examples in the entire series of texts for which gender could be determined, 67% are male, 27% are female, and 6% are both male and female. Of the 198 examples with a single gender orientation, 141 (or 71%) are male or male-oriented.

TABLE H

POEMS IN BOOKS FOUR THROUGH TWELVE, BY GENDER ORIENTATION AND TEXTBOOK

Textbook Title	*Male-Oriented*	*Female-Oriented*	*Male & Female*	*Gender Neutral*	*Total Number of Poems*
Rainbows	3	0	1	1	5
Signposts	4	1	0	5	10
Secrets	5	2	0	9	16
Rewards	6	0	0	8	14
Panorama	9	1	1	10	21
Fiesta	12	4	2	8	26
Kaleidoscope	7	2	0	13	22
Images	9	0	1	9	19
Galaxies	7	1	0	10	18
TOTAL	62	11	5	73	151
Percent of Total	41	7	3	48	100

TABLE I

ROLES IN TWELVE PLAYS, BY GENDER AND BY TEXT

Textbook Title	*Total Number of Roles*	*Male Roles*	*Female Roles*	*N.A.*[a]	*Leading role male?*	*female?*
Rainbows	5	4	0	1	yes	no
Signposts	8	7	1	0	yes	no
Secrets	8	6	0	2	yes	no
Rewards	9	7	2	0	yes	no
Panorama	10	5	3	2	yes	no
Fiesta	5	4	1	0	yes	no
Kaleidoscope						
1st Play	11	6	1	4	yes	no
2nd Play	15	8	6	1	yes	no
Images						
1st Play	7	4	0	3	yes	no
2nd Play	18	12	5	1	yes	no
Galaxies						
1st Play	16	6	3	7	yes	no
2nd Play	7	4	3	0	yes	no
TOTAL	119	73	29	17	12	0
Percent of Total	100	61	24	14		

a. Gender not ascertainable or gender neutral.

In every text more male than female examples are used. In one book, *Rainbows*, there are no female examples in any "Skills Lessons" section.

Table J shows the gender orientation of examples in the "Skills Lesson" sections by text.

5. "Informational Articles" Sections

The last seven texts in the series contain a section called "Informational Articles." There are a total of 42 such articles, 15 about males and one about a female duck. Of the remaining 26 articles, 9 are male-oriented, one is female-oriented, and 2 are male and female.

Of the informational articles in all seven texts, 57% are about males or are male-oriented, 5% are about females or are female-oriented, 5% are about males and females, and 33% are gender neutral.

Of the 26 articles with a single gender orientation, 24 (or 92%) have subjects which are male or male-oriented.

Table K shows the gender orientation of "Informational Articles" by text.

6. "Fun and Games" Sections

The last five texts in the series contain a section called "Fun and Games." There are a total of 36 entries in these sections; 4 of these are about males

TABLE J

EXAMPLES IN "SKILLS LESSONS" SECTIONS, BY GENDER AND BY TEXTBOOK

Textbook Title	*Male*	*Female*	*Male & Female*	*Total*
Tigers	4	1	0	5
Lions	5	2	0	7
Dinosaurs	11	7	0	18
Rainbows	3	0	0	3
Signposts[a]				
Secrets	9	5	1	15
Rewards	19	11	1	31
Panorama	18	4	3	25
Fiesta	28	8	4	40
Kaleidoscope	15	6	0	21
Images	18	5	1	24
Galaxies	11	8	2	21
TOTAL	141	57	12	210
Percent of Total	67	27	6	100

Note: Examples reported here include all sentences or paragraphs in the "Skills Lessons" sections for which gender could be determined.

a. All of the "Skills Lessons" in *Signposts* are gender neutral and have no illustrations showing humans.

and 2 are about females. Of the remaining 30, 9 are male-oriented, none is female-oriented, and 9 are about both males and females.

Of the entries in all five texts, 36% are about males or are male-oriented, 8% are about females or are female-oriented, 25% are about males and females, and 31% are gender neutral. Of the 16 entries with a single gender orientation, 13 (or 75%) are male or male-oriented.

Table L shows the gender orientation of the "Fun and Games" entries by text.

TABLE K
SUBJECTS OF "INFORMATIONAL ARTICLES", BY GENDER AND BY TEXTBOOK

Textbook Title	*Male*	*Male-Oriented*	*Female*	*Female-Oriented*	*Male & Female*	*Gender Neutral*	*Total*
Secrets	1	0	0	0	0	1	2
Rewards	0	0	0	0	0	2	2
Panorama	1	2	0	0	0	1	4
Fiesta	2	0	0	0	0	2	4
Kaleido-scope	0	5	0	1	1	0	7
Images	4	2	0	0	1	4	11
Galaxies	7	0	1	0	0	4	12
TOTAL	15	9	1	1	2	14	42
Percent of Total	36	21	2.5	2.5	5	33	100

TABLE L
"FUN AND GAMES" ENTRIES, BY GENDER AND BY TEXTBOOK

Textbook Title	*Male*	*Male-Oriented*[a]	*Female*	*Female-Oriented*[a]	*Male & Female*	*Gender Neutral*	*Total*
Panorama	1	0	1	0	1	0	3
Fiesta	0	1	1	0	0	1	3
Kaleido-scope	1	2	0	1	3	3	10
Images	0	3	0	0	3	3	9
Galaxies	2	3	0	0	2	4	11
TOTAL	4	9	2	1	9	11	36
Percent of Total	11	25	6	2	25	31	100

a. Male-oriented entries are those in which there are more items in the entry about males than about females; or in which the illustrations are only of males; or in which the pronouns are exclusively male. Female-oriented entries were classified in the same way but with reciprocal gender.

7. "More Books to Enjoy"

The last five texts in the series contain a section called "More Books to Enjoy." A total of 131 books are recommended in these sections. As indicated by title, 62 of these books are male-oriented and 22 are female-oriented. The remainder are gender neutral or of a gender orientation which is not ascertainable from the title of the book.

Of the 84 books with a single gender orientation, 62 (or 74%) are male-oriented.

Table M shows the gender orientation of the books recommended.

TABLE M

BOOKS RECOMMENDED, BY GENDER ORIENTATION*
AS INDICATED BY TITLE

Textbook Title	*Male-Oriented*	*Female-Oriented*	*N.A.*[a]	*Total*
Panorama	12	4	5	21
Fiesta	8	2	10	20
Kaleidoscope	14	5	11	30
Images	15	5	10	30
Galaxies	13	6	11	30
TOTAL	62	22	47	131
Percent of Total	47	17	36	100

* For definitions, see footnote a, Table L.

a. Includes books recommended in "More Books to Enjoy" for which titles indicate gender neutrality and includes books for which it was not possible from the title to determine gender orientation.

B. Underrepresentation of Women and Girls in Illustrations

> **In their failure to represent females in illustrations in proportion to their presence in the elementary population, these books convey lack of respect for women and girls.**

Illustrations of human males and human females in the twelve texts were counted where gender could be assigned. The results by section and by text are shown in Tables N_1 and N_2.

In the entire series of texts, aside from the "Stories" sections, there are 665 illustrations of human males. In the same sections of the series there are a total of 189 illustrations of human females. In other words, 79% of the illustrations in these sections are of males.

The illustrations in the "Stories" sections were difficult to count and to assign gender to. The best estimates of the three readers, counting both humans and animals, suggested—but did not establish—that the overall ratio of males to females in illustrations in the "Stories" sections is about 3 to 1.

TABLE N_1
ILLUSTRATIONS OF HUMAN FEMALES,
BY SECTION AND TEXTBOOK

Textbook Title	*Poems*	*Plays*	*Skill Lessons*	*Informational Articles*	*Fun and Games*	*Total*
Tigers			1			1
Lions			2			2
Dinosaurs			4			4
Rainbows	1	[a]	1			2
Signposts	1		[c]			1
Secrets	4		8			12
Rewards	6	2		15		23
Panorama	9	[b]	2	10	2	23
Fiesta	12	4	8	1		25
Kaleido-scope	1		5	2	11	19
1st play		2				2
2nd play		21				21
Images						
1st play	1		7	1	10	19
2nd play		2				2
Galaxies						
1st play	3		24	1	3	31
2nd play		2				2
TOTAL	38	33	62	30	26	189

a. Illustrations are all puppets.
b. Not possible to count.
c. Examples are all gender neutral; no illustrations.

C. Male Animals v. Human Females

Not only are women and girls severely underrepresented in relation to men and boys in content and illustration, but in two sections of these texts, "Stories" and "Poems," they are even outnumbered by male animals. Apart from those poems and stories which have both male and female characters, those with male animals as main characters are almost twice as common (47 to 24) as those with human females as main characters.

1. "Stories" Sections

There are more stories about male animals (other than human males) than about human females in the "Stories" sections.

In *Rainbows* 3 stories have a major character who is a male animal; in only one story in this text is the major character a human female. In *Kaleidoscope* the main character male animal/human female ratio is 5 to 2; in *Secrets* it is 5 to 0.

Apart from the 13 stories which have both male and female main char-

TABLE N$_2$
ILLUSTRATIONS OF HUMAN MALES,
BY SECTION AND TEXTBOOK

Textbook Title	*Poems*	*Plays*	*Skill Lessons*	*Informational Articles*	*Fun and Games*	*Total*
Tigers			2			2
Lions			5			5
Dinosaurs			9			9
Rainbows	3	[a]	3			6
Signposts	4	7	[c]			11
Secrets	9	1	18	4		32
Rewards	17	15	2	24		58
Panorama	11	[b]	14	25	4	54
Fiesta	46	25	37			118
Kaleido-scope	9		32	28	5	74
1st play		24				24
2nd play		26				26
Images	8		34	50	18	110
1st play		1				1
2nd play		14				14
Galaxies	6		52	11	20	89
1st play						
2nd play		10				10
TOTAL	113	123	208	174	47	665

a. Illustrations are all puppets.
b. Not possible to make accurate count.
c. Examples are all gender neutral; no illustrations.

acters, the relationship between gender and species and number of main characters is as follows:

Number of stories in which human males are the main characters: 133	Number of stories in which human females are the main characters: 22

Children may interpret these frequencies to mean that females are less important than males.

Number of stories in which male animals are the main characters: 25	Number of stories in which human females are the main characters: 22

The message here may be even more devastating to the female psyche: maleness is so important that even male subhumans get more attention than human females.

Table O shows the occurrence of male animals and human females as main characters in the "Stories" sections.

TABLE O

MALE ANIMALS v. HUMAN FEMALES AS MAIN CHARACTERS IN STORIES AND POEMS

	Stories		*Poems*		*Total*	
Text	*Male Animals*	*Female Humans*	*Male Animals*	*Female Humans*	*Male Animals*	*Female Humans*
Tigers	0	0	0	0	0	0
Lions	0	2	0	0	0	2
Dinosaurs	0	1	0	0	0	1
Rainbows	3	1	1	0	4	1
Signposts	0	2	1	1	1	3
Secrets	5	0	1	0	6	0
Rewards	1	1	1	0	2	1
Panorama	2	3	3	0	5	3
Fiesta	2	2	5	0	7	2
Kaleidoscope	5	2	3	1	8	3
Images	4	4	4	0	8	4
Galaxies	3	4	3	0	6	4
TOTAL	25	22	22	2	47	24

2. "Poems" Sections

Eight of the 12 books have more poems about male animals than about human females.

In *Panorama* 3 poems have a major character who is a male animal; no poem in this text has a major character who is a human female. In *Galaxies* the main character ratio of male animals to human females is 3 to 0; in *Kaleidoscope* it is 3 to 1; in *Images* 4 to 0; in *Fiesta* 5 to 0.

Table O shows the occurrence of male animals and human females as main characters in the "Poems" sections.

D. Demeaning and Derogatory Content

1. The Effect of Overrepresentation of Males

The overrepresentation of males in all sections of the 12 texts is in itself demeaning to women and girls. In some of the texts or sections of texts the lack of females is almost total. The little girl who reads such a text receives a subliminal message: "You do not exist." She may or may not comprehend that message, depending on her own degree of self-esteem, but she is certainly strongly influenced to conclude from the marked over-representation of males in all the texts of the Houghton Mifflin series that "Males are more important than females."

2. Comments and References

Examples from the texts of demeaning and derogatory comments relating to or directed at females simply because they are female include:

a. Associating with or playing with a girl or indulging in "girls' play" are low-status activities.

Example #1. " 'So I don't play with girls.' 'Maria can throw a ball,' I mention. 'She throws like a girl.' " *Panorama*, p. 38.

Example #2. "Eddie and the Doll," *Panorama*, pp. 211-226. Eddie is embarrassed and ashamed to be seen with a doll, because as is clearly implied, dolls are for girls.

Example #3. " 'And I did make him cry out again. Has-ka has not the brave heart. Has-ka is a girl!'

"The beaten boy's spirits sank to his moccasins." *Images*, p. 382.

b. Females are stupid about sports.

Example #4. Mrs. Pace thinks that "stealing a base" means illegally taking it away. *Fiesta*, p. 137.

Example #5. " 'Har de har har,' Dusty said. 'What do girls know about baseball?' " *Images*, p. 430, in a story about an all-boy Little League team.

c. Females are incompetent.

Example #6. "Lucy Didn't Listen," *Rainbows*, pp. 23-40. The entire story is about the incompetence of Lucy. This is the only story in this text in which a girl is the main character.

Example #7. "The Case of the Mysterious Tramp," *Fiesta*, pp. 284-293. Female elementary school teacher needs assistance of elementary school boy to start her car.

d. For females external appearance is of more value than ability.

Example #8. "A Gift for Mr. Lincoln," *Kaleidoscope*, p. 232. " 'Just knowing I have a pretty supporter like you in Ohio is thanks enough.' " The girl in this story has more to recommend her than the way she looks.

Example #9. "Wenda Gambling," a well-known movie star, "was hardly an expert on traffic. But as the three other panel members were elderly men (one stout, one bald, and one nearsighted), the moderator of the program felt that the panel would be more interesting to the audience if Wenda were at the table." *Galaxies*, p. 94.

e. In general what women do is not as important as (or is inferior to) what men do.

Example #10. " 'Ha! He is afraid.' 'He makes good spears,' offered Viri generously. 'Ho! That is woman's work.' " *Images*, p. 509.

Example #11. " 'A guy likes to do a job like this sometimes. It's very complicated work. Nothing a girl could do.' " (The speaker is painting a fence.) *Galaxies*, p. 384.

f. But in the very limited areas where what females do *is* considered important (as in procreation), a male may defy all the laws of nature and accomplish the task.

Example #12. "The Secrets," *Secrets*, p. 21. Not only does the male robin build the nest, but *he* lays the eggs as well.

E. Absence of Female Reference Words

With one exception, in this series of reading texts common male nouns and pronouns are introduced before female noun and pronoun counterparts.

Example #1. The pronoun "he" appears in the first textbook, *Tigers*. The pronoun "she" does not appear until the third textbook, *Dinosaurs*.

Example #2. In the basal vocabulary listing given in the Teacher's Edition for the third text, p. 48, "boys" appears, but not "girls," "him" appears, but not "her," "man" but not "woman."

The Lesson: III

Summary

1. A reading program that assigns abilities, traits, interests, and activities on the basis of female stereotypes is an education program which subjects elementary pupils to discrimination on the basis of sex within the meaning of Section 901(a) of Title IX.

General Stereotypes

Examples of female sex stereotypes in which females are presented as domesticated, passive, and dependent, afraid of loud noises and large and small animals are found in all 12 texts in the series.

Adult human females appear in the texts most frequently as housewives/mothers, occupied with cleaning, cooking, and serving their children. Of these housewives/mothers only 5 are employed outside the home. A sixth carries on an additional occupation in her home. In contrast, the 1970 U.S. Census for the city of Kalamazoo shows that 41.3% of the women over the age of 16 years are employed outside the home.

Occupational Stereotypes

Of the 242 occupations portrayed in this series of texts, 213 are held by men and 39 are held by women. Only 10 of the occupations shown are held by both men and women.

The 7 occupations held by women which appear in more than one text read like an honor roll of sex-role stereotypes. In the spirit of the English carol:

> "Twelve books with housewives, 11 books with teachers, 6 books with nurses, 5 books with witches, 2 apiece with librarians, seamstresses, and secretaries—and a hospital play lady in a pear tree."

The occupations held by males which appear in more than one book number 60. Males appear as editors in 2 books, pet shop owners in 3, bus drivers in 4, doctors in 5, veterinarians in 4, mayors in 3, and pharmacists and deliverymen in 2. There are no females in these books who are editors, pet shop owners, bus drivers, doctors, lawyers, mayors, pharmacists, or veterinarians.

In 3 books males appear as scientists of unknown specialty. In addition there is one male archeologist, one male astronomer, and one male physicist. There are 2 women scientists in the series, one a botanist and the other a paragon who should perhaps be counted with the witches. She appears in a play in the sixth grade reader and holds down five occupations: computer programmer, geologist, electronics engineer, and astro-navigator and

cook (probably in connection with her duties as a housewife/mother). It is almost as if the publisher is trying to tell the sixth grade girls as they go out into the big world of junior high that "If you want to have a family *and* a career, it's done only in science fiction."

Of the 39 occupations portrayed by women in the texts which little schoolgirls in Kalamazoo will read until the year of 1978 (and maybe longer), some are more bizarre than others as role models. It is unlikely that a future Kalamazoo employer will need a queen or a witch, a worker in the underground railroad or a duchess. Thus the occupational options proffered to girls by the texts are reduced from 39 to 35.

When we eliminate the unusual (movie star), the unwanted (circus fat lady), the socially undesirable (beggar), the unreal (our paragon of all trades, the astro/geologist/engineer), the unskilled, the unpleasant, and the unsought (migrant worker, maid, charwoman), the quasi-volunteer (hospital play lady, Brownie Scout leader, and charity worker), we have further reduced the options from 35 to 23. If we eliminate those occupations in which our little girl is likely to be the victim in mid-career of age or the whims of the electorate (skater, ballet dancer, model, or city council member), we have 19 left.

Thus besides the old standbys of housewife, teacher, nurse, librarian, seamstress, and secretary, we leave a little girl in Kalamazoo to contemplate a lifetime career in any one of 13 occupations:

baseball coach	farmer
botanist	flower cutter
candy store owner	housekeeper
computer programmer or computer worker	doctor of history
factory worker	newsstand operator
	pianist
	saleswoman

By the reading texts in her first 6 years of school, no other careers are suggested to her as appropriate or feasible.

2. A reading program that fails to recognize the actions and achievements of women is an education program which subjects elementary pupils to discrimination on the basis of sex within the meaning of Section 901(a) of Title IX.

Biographies

Seventy-five percent of the biographical items in the texts are about males and only 25% are about females. In the last 5 texts of the series there are 12 biographies or biographical items about men. The third-, fourth-, fifth-, and sixth-grade readers contain 3 biographies of women and one of Karana, the Eskimo girl. Since young children can readily perceive such probabilities, our little girl in Kalamazoo may conclude that she has only one-third of the potential of her brother.

Historical references

In the last six texts of the series, there are references to 95 male historical figures (including those given biographical treatment). In the last four books of the series 9 women and one girl are referred to in the text and in biography. Our little girl in Kalamazoo therefore may conclude that she is likely to achieve only one-tenth as much as the little boy across the street.

Identity

Four of the 10 females to whom reference is made in these texts are mentioned in connection with their husbands. For one of the women the verbal connection is so tight that the young readers are not even supplied her given name. So we have a total of female biographical and historical models for the entire elementary population of Kalamazoo for the first 6 years of school of 8 women, one girl, and Mrs. John Somethingorother.

3. A reading program that does not show the same respect for women and girls as it does for men and boys is an education program which subjects elementary pupils to discrimination on the basis of sex within the meaning of Section 901(a) of Title IX.

Absence of Female Reference Words

Quite apart from the question of whether or not the Houghton-Mifflin reading program affirmatively shows respect for women and girls, they are ignored as referents in the first two primers. The pronoun "she" first appears in *Dinosaurs*, the third book in the series. At that stage in the reading program, "girls," "her," and "woman" have not yet appeared in the text, although we can find "boys," "him," and "man."

Underrepresentation of women and girls

When the sections of the texts were analyzed for the presence of women and girls and men and boys in reading matter and pictures, females were found severely underrepresented.

In the "Stories" sections, almost four-fifths of the stories have no main character who is female. Only one-half of the books in the series contain any story in which males and females play equally important roles.

Of a total of 151 poems, 41 percent are male-oriented and 7 percent are female-oriented. There are 12 plays in the entire series and none has a leading female role. Three plays have no female roles at all.

When the examples in the "Skills Lessons" sections were classified by gender orientation, 67 percent were male-oriented. Of the 42 informational articles, 26 are about males or are male-oriented, and 2 are about females or are female-oriented. Entries in the "Fun and Games" sections totalled 36; 13 of these are male or male-oriented and 3 are female-oriented. Forty-seven percent of the books recommended in "More Books to Enjoy" appeared to be male-oriented from their titles; 17 percent appeared to be female-oriented.

In illustrations, of a total of 854 in the sections besides "Stories," only 189 were of females.

In "Stories" and "Poems" combined there were almost twice as many items in which the main character was a male animal than items in which the main character was a human female. The ratio in one text was three poems in which the major character is a male animal, zero in which the major character is a human female. The ratio in four other texts is 3:0, 3:1, 4:0, 5:0.

Demeaning content

The content of the textbooks is sometimes demeaning to females. Several derogatory comments and references in the texts imply in various ways that girls' activities are low status, that females young and grown are incompetent, that what women do is less important than what men do, that being a girl is inferior to being a boy, that females are stupid about sports, and that women are valuable more for their appearance than for their ability. Having achieved this much in exposition of the stereotype, the publishers overreach themselves by including a poem about a male robin who lays eggs.

Appendix A

TEXTBOOKS AND RATINGS

THE TWELVE TEXTBOOKS

Book Number	*Title*	*Reading Level*	*Approximate Grade Level*	*Readers' Ratings*		
				Reader #1	*Reader #2*	*Reader #3*
One	*Tigers*	3a	1st Grade	U	U	U
Two	*Lions*	3b	1st Grade	A	A	U
Three	*Dinosaurs*	3c	1st Grade	A	U	U/A
Four	*Rainbows*	4	1st Grade	A	U	U
Five	*Signposts*	5	1st Grade	U		
Six	*Secrets*	6	2nd Grade	U	U	U
Seven	*Rewards*	7	2nd Grade	U	U	U
Eight	*Panorama*	8	3rd Grade	U	U	U
Nine	*Fiesta*	9	3rd Grade	U	A*	A*
Ten	*Kaleidoscope*	10	4th Grade	U	U	U
Eleven	*Images*	11	5th Grade	U	U	
Twelve	*Galaxies*	12	6th Grade	U	U	U

The twelve textbooks of the Houghton-Mifflin elementary reading program are listed in this Table by title, reading level, and approximate grade level. The ratings of our readers are also shown.

U = Unacceptable; U/A = in between Unacceptable and Acceptable; A* = Acceptable with reservations; A = Acceptable.

Signposts was not rated by two readers; *Images* was not rated by one reader.

Appendix B

COMPLAINT AND CORRESPONDENCE

732 Garland
Kalamazoo, Michigan 49008
May 29, 1973

Mr. Caspar Weinberger, Secretary
Department of Health, Education and Welfare
330 Independence Avenue, S.W.
Washington, D.C. 20201

Dear Mr. Secretary:

Please consider this letter a formal complaint under Title IX of the Education Amendments of 1972, P.L. 92-318. The complaint is directed at the Board of Education of the Kalamazoo Public Schools, Kalamazoo, Michigan. It is filed by the Committee to Study Sex Discrimination in the Kalamazoo Public Schools. I am the chairperson of that committee and am filing this complaint on its behalf. The committee was created by the Board of Education in December of 1971 to do a comprehensive study of sex discrimination in the school system.

On May 21, 1973, the Kalamazoo Board of Education adopted the Houghton-Mifflin Reading Program for grades one through six throughout the entire Kalamazoo school system. This program utilizes 12 books. The total cost of the program is $60,000, of which $30,000 will come from state and/or Federal funds. The program will result in the purchase of thousands of books which will be in use in the Kalamazoo school system for an estimated five years by successive groups of children. The content, illustrations, emphasis, philosophy and attitudes displayed in the books in this reading program discriminate against girls and women.

We allege that this action of the Board subjects the girls in the elementary grades in Kalamazoo to discrimination under an education program receiving Federal financial assistance within the meaning of Section 901(a) of Title IX. As of February, 1973, according to the best information available to us, the Kalamazoo Public Schools were receiving assistance from 19 grants, totaling $2,133,516.83. We request an immediate HEW investigation which would first explore the possibilities of persuading the Board to comply voluntarily with the law by using instead a non-sexist reading program. Failing

that, we request that all Federal assistance to the Kalamazoo school system be suspended until the Board does comply with Title IX.

Sincerely,

/s/ Jo Jacobs
Chairperson
On behalf of the Committee to Study Sex Discrimination in the Kalamazoo Public Schools

Enclosure:
Preliminary findings

Discussion of Preliminary Findings*
Committee to Study Sex Discrimination in the Kalamazoo Public Schools

Grade school readers are a top priority area for change, since they influence children at their most vulnerable and malleable stage of development. Dick and Jane as Victims, p. 3.

Textbooks should treat women as the equals of men. Although in the past women were regarded as inferior, they were not and are not inferior people. The sexist attitudes of the past should not be reflected in current publications. Guidelines for Improving the Image of Women in Textbooks, p. 1.

Preliminary Statement

The findings below reflect the preliminary results of an examination of the reading program adopted by the Kalamazoo schools on May 21, 1973. The examination took place between May 10, when program materials first became available to us, and May 14, when we submitted a report to the Board of Education. Examination of these materials is continuing, and a detailed report will be available soon. When the final report is issued, we plan to file an amended complaint with the Secretary of Health, Education and Welfare, further documenting our charges.

Initial Findings

The reading program is a major part of elementary school education, one in which children participate every school day for six years. The schools fail to serve the needs of students, both boys and girls, when they adopt a reading program which incorporates a massive amount of sex-role stereotyping and a totally inadequate and unrealistic portrait of the performance and potential of women in American society.

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* This is a corrected version of the preliminary findings.

1. *A reading program which does not recognize the actions and achievements of women is an education program which is sex discriminatory.*

The Houghton-Mifflin sixth grade reader, just adopted by the Kalamazoo schools, features seven famous men and one girl; it mentions an additional twenty-nine famous men and two famous women.

2. *A reading program which does not show the same respect for women and girls as it does for men and boys is an education program which is sex discriminatory.*

We found that of the stories in the entire Houghton-Mifflin Reading Program that could be identified as having either male or female leading characters, approximately 80 percent had male leading characters, although females make up at least 50 percent of the elementary school population.

In the first pre-primer, all of the leading characters are boys. A girl first appears on page 21 with a mop in her hand and is definitely a subordinate character. The pronouns *he* and *it* appear in the first and second pre-primers; the pronoun *she* does not appear in the series until the third pre-primer.

Of the ten stories in *Secrets*, a second-grade reader, five have leading characters who are human and four have leading characters who are animals. All of the human leading characters are male; girls are hardly ever mentioned. In the fifth-grade reader, there are more stories about animals than about girls and women.

One example from the fifth-grade reader which shows a lack of respect for females simply because they are females is this quotation:

> *"What is square and has bats in the belfry?" Dusty grinned.*
> *"That's easy, Scruggs—girls!"*

3. *A reading program which assigns abilities, traits, interests, and activities on the basis of male or female stereotypes is an education program that is sex discriminatory.*

Adult role models for girls in the Houghton-Mifflin Reading Program are limited. Women are portrayed predominantly as mothers, nurses, librarians, storekeepers, with few other roles. Men are portrayed in many occupations, including doctors, lawyers, bus drivers, mayors, policemen, scientists, firemen, grocers, industrialists, kings, town watchmen, soldiers, inventors, builders, violinists, farmers, political scientists, university department heads, milkmen, sanitation men, hunters, spies, writers, artists, engineers, sheriffs, plumbers, carpenters, treasure divers, sculptors, spacemen, sailors, judges and F.B.I. men.

A specific example of this inequity is the full list of occupations illustrated in the second grade reader:

Men	Women
Zoo keeper	Mother
Fence painter	Circus fat lady
Circus clown	Elementary school teacher
Circus tall man	Nurse
Circus strong man	
Flower cart owner/seller	
Flower shop owner	
Toy shop owner	
Policeman	
Truck driver	
Milkman	
Grocer	
Scientist	
Doctor	

The mothers in the readers work almost exclusively at home. The few mothers shown or described who are in the work force outside the home are generally in unspecified jobs. Yet the 1970 Census for the City of Kalamazoo shows that 41.3 percent of the women of this city over the age of 16 are employed outside the home.

We contend that the sex roles presented in this reading program reflect the restricted range of occupations and behavior permitted women in American society before sex discrimination became illegal. One of the principal functions of the American public school system is to enable our children to obtain employment appropriate to their potential. The elimination and prevention of discrimination in employment, based on race, religion, national origin, sex or any other extraneous factor, is a commitment that has been repeatedly affirmed by various Federal statutes. To declare that girls should be assured the same opportunities for employment upon graduation as boys is a principle that few will any longer dispute. But to subject girls before graduation to years of careful conditioning that discourages them from considering certain occupational roles is to make a mockery of that principle.

Importance of the Findings

The elementary school with its educational programs is an important agency of socialization. The learning it provides about role models and expectations is influential in the life planning of students and is the major supplement provided by society to the socialization experienced by children in the home. Thus, the portrayal of goals labeled socially desirable and limits said to be set by the social order in a reading program is of critical importance in influencing the ideas and expectations of children about the quality and extent of the participation in American life of girls and women.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF THE SECRETARY
Washington, D.C. 20201

July 17, 1973

Dr. William D. Coats
Superintendent of Schools
Kalamazoo City School District
Kalamazoo, Michigan 49001

Dear Dr. Coats:

I am enclosing a copy of the May 29, 1973, complaint filed with the Secretary of Health, Education, and Welfare by Ms. Jo Jacobs on behalf of the Committee to Study Sex Discrimination in the Kalamazoo Public Schools. As you probably know, the complaint alleges that a district-adopted Houghton-Mifflin Reading Program utilizes textbooks containing sex stereotypes in violation of Title IX of the Education Amendments of 1972. Title IX, a copy of which is enclosed, prohibits federally assisted programs and activities from discriminating on the basis of sex.

I am also enclosing a copy of my response to Ms. Jacobs' complaint. You will note I have informed Ms. Jacobs that until the regulation implementing Title IX is published, the Office for Civil Rights will be unable to determine whether a school district's use of textbooks allegedly containing sexual stereotypes is an action prohibited by Title IX. However, because the Committee to Study Sex Discrimination in the Kalamazoo Public Schools is an organization apparently created by the Kalamazoo Board of Education, I would appreciate your reviewing the findings and conclusions of this Committee. If, after considering this complaint, you and the Board of Education still intend to adopt the Houghton-Mifflin Reading Program, I would appreciate your furnishing this office with the reasons why you and the Board do not believe the Committee's complaint is valid. Your response will be incorporated in our case file. Should the Office for Civil Rights subsequently determine that it has the jurisdiction to investigate Ms. Jacobs' complaint, then we will evaluate the information and comments which you submit along with the other data and information which might be gathered as part of our investigation. If I, or a member of my staff, can provide you with additional information or assist you in any other way, please do not hestitate to contact me.

Sincerely yours,
/s/ Peter E. Holmes
Director
Office for Civil Rights

Enclosure
cc: Chief State School Office
Regional Civil Rights Director
Ms. Jo Jacobs

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF THE SECRETARY
Washington D.C, 20201

July 17, 1973

Ms. Jo Jacobs, Chairperson
Committee to Study Sex Discrimination
Kalamazoo Public Schools
732 Garland
Kalamazoo, Michigan 49008

Dear Ms. Jacobs:

Secretary Weinberger has asked me to respond to your May 29, 1973, letter to him concerning a Kalamazoo Public School reading program your committee regards as discriminatory because it uses textbooks containing sex stereotypes. You asked Secretary Weinberger to consider your letter a formal complaint under Title IX of the Education Amendments of 1972.

As you may know, the Office for Civil Rights is responsible for enforcing Title IX which prohibits discrimination on the basis of sex in federally assisted education programs and activities, including those of local public school districts. The regulation implementing Title IX compliance currently is being drafted, and I anticipate its publication by the end of the summer. However, until the regulation is issued, this Office has adopted, on an interim basis, the following policy relative to complaints which allege Title IX violations. Complaints received by the Office for Civil Rights alleging actions clearly contrary to the provisions of Title IX, will be investigated as soon as staff becomes available. Conversely, those Title IX c plaints alleging discriminatory actions which, in this Office's opinion, are not clearly subject to the jurisdiction of Title IX, will be retained for review after the Title IX implementing regulation is published.

The regulation, of course, will help define the scope of Title IX enforcement by the Office for Civil Rights. Where that scope does *not* extend to an alleged action or activity, the complainant will be notified. Where the regulation does prohibit an alleged action or activity, the complaint will be investigated and the complainant notified of the investigative results and any enforcement efforts.

The Office for Civil Rights has not determined at this time if your principal complaint, the use by a school district of textbooks allegedly containing sexual stereotypes, comes within the authority of Title IX. Consequently, the decision to investigate your complaint is being postponed until the Title IX regulations are published.

For your information, however, I am enclosing a copy of a letter which I sent to Dr. William D. Coats, Superintendent, Kalamazoo Public Schools, requesting that he review the findings and conclusions of your committee. As you will note, if, after considering your complaint, Dr. Coats and the Board of Education still intend to adopt the Houghton-Mifflin Reading Pro-

gram, I have asked him to furnish this Office with the reasons why he and the Board do not believe your committee's complaint is valid.

As soon as the Title IX regulations are published, I, or a member of my staff, will contact you concerning the status of your complaint. Meanwhile, please let me know if I can be of any further assistance in this matter.

Sincerely yours,
/s/ Peter E. Holmes
Director
Office for Civil Rights

Enclosure

KALAMAZOO PUBLIC SCHOOLS
Kalamazoo, Michigan
Office of the Superintendent

August 23, 1973

Mr. Peter E. Holmes, Director
Office for Civil Rights
Department of Health, Education, and Welfare
Office of the Secretary
Washington, D.C. 20201

Dear Mr. Holmes:

I received your letter of July 17, 1973 and a copy of the May 29, 1973 complaint filed with the Secretary of Health, Education, and Welfare by Ms. Jo Jacobs on behalf of the Committee to Study Sex Discrimination in the Kalamazoo Public Schools. The complaint by the committee alleges that our district by adopting the Houghton-Mifflin Reading System is thereby using textbooks containing sex stereotypes in violation of Title IX of the Education Amendments of 1972. As chief administrative officer representing the Kalamazoo Board of Education and the citizens of Kalamazoo, I do not agree that our recently adopted Houghton-Mifflin Reading System or our action to adopt the system is in violation of Title IX of the Education Amendments of 1972, P. L. 92-318.

In your letter you requested that if the Board of Education adopted the Houghton-Mifflin Reading System you would like me to furnish your office with reasons why the Board of Education and I do not believe the committee's complaint is valid. The Kalamazoo Board of Education unanimously approved the selection of the Houghton-Mifflin Reading System on May 21, 1973 at the recommendation of the Elementary Reading Study Committee. The texts and supplementary materials have been purchased and at this moment are being distributed to the twenty-four elementary schools. In preparation for writing this letter I have had numerous conferences with many people who were responsible for recommending and implementing the new reading program. Based on these conferences I provide you below with con-

siderable background and rationale regarding the final selection of the Houghton-Mifflin Reading System.

The formation of an Elementary Reading Study Committee was approved in January, 1972. On March 21 of the same year the planning committee recommended that every elementary (24) school staff select one classroom teacher to represent them. In addition, reading specialists, elementary principals, central administrators, secondary teachers, and special education teachers were appointed to serve on the committee.

Three special groups were requested to send representatives—P.T.A. Mothers' Study Council, Kalamazoo City Education Association, and the Committee to Study Sex Discrimination. The P.T.A. Mothers' Study Council appointed two people, and they were very active on the planning committee as well as on the study committee. The invitation to the sex discrimination group was accepted and a representative was to attend; however, one representative attended only one meeting. A reminder to the committee that no one was attending did not result in representation.

In the fall of 1972 the planning committee asked the sex discrimination committee to present their research about the stereotyping of sex roles in current reading programs. At the November 29, 1972 session Ms. Jan Jeffery made a few brief introductory comments and the meeting was adjourned to Washington Elementary School where Ms. Jacobs presented a slide presentation and narration of the Scott, Foresman Reading Program. The reading study committee was very impressed by the exposure of certain sexist attitudes existing in the series. To some degree, and because of this meeting, a statement was placed in the final text evaluation instrument regarding the stereotyping of sex roles.

During the 1972-73 school year seven reading series were piloted in different schools in Kalamazoo. Teachers used the materials in their classrooms and reported back to subcommittees and to the total study committee. From the seven pilot reading programs three were selected for additional in-depth study by the committee. The three were American Book Company, Lyons & Carnahan, and Houghton-Mifflin.

Because the study committee wanted as much input as possible from all sources, they declared a three-week period of "open review" to everyone in the school district to come to a central place to review and give the committee their comments on the series up for evaluation. Letters were sent home to parents asking for their help in making the important decision. The three-week "open review" was very worthwhile, and I am sure the evaluations of the citizens helped greatly in the final decision.

With that brief background about the role of the Elementary Reading Study Committee, the following is my response to some of the concerns that Ms. Jacobs writes about in her formal complaint to you dated May 29, 1973. In the second paragraph of her cover letter, Ms. Jacobs stated that $30,000.00 would come from state and/or federal funds. I made that statement on the information made available to me at that time. It has now been determined that $2,033.49 has been used from federal funds for this purpose. I further

point out that the Department of Health, Education, and Welfare has given full approval to the Houghton-Mifflin Reading Program under the provisions of Title III, Section 306, Elementary/Secondary Education Act of 1965, as amended.

Ms. Jacobs alleges in her Preliminary Statement of the Discussion of Preliminary Findings that examination of the reading system adopted by the district took place between May 10 and May 14, 1973 when program materials first became available to them. As I stated previously, materials were available from the time the committee was formed in January, 1972, and members of the committee were most welcome to visit classrooms during the school year 1972-73 to observe students using the materials and talk to teachers and students about the effectiveness of the system.

I now react at some length to the Initial Findings sections of the complaint. The specified shortcomings listed on page 2 under Numeral 1 are limited to the readers for Grades 5 and 6 and to biographical selections and references. Unfortunately, it is an incontrovertible fact that in the past a much larger percentage of men than women achieved lasting fame, undoubtedly because there has been generally in Western cultures of the past the sort of sex discrimination that we now hope to eliminate. We believe the sex discrimination committee should also have considered the biographical sketches of twenty female story authors that are found in *Galaxies* and *Images*. Most of these were written by the authors themselves and consequently portray successful women of the present day. Many of these reveal strong roles these women have played other than that of authorship. For example, children who read these learn that Elaine Konigsberg has a degree in chemistry, has worked as a laboratory researcher, and has even managed a laundry in addition to raising a family. Christine Price lives in Vermont in a house that she herself designed. Anne Huston, besides being a successful movie, stage, and television actress, has organized a company of actors to perform children's plays in New York City. Hazel Wilson reviews children's books for a Washington newspaper. Anita Daniel has traveled all over the world as a feature writer for newspapers and magazines, interviewing kings, statesmen, and Dr. Albert Schweitzer. Shirlee Newman was an ad writer for a department store. Suzanne Martel has been a newspaper reporter. Jeanne Bendick is a co-producer with her husband of educational films. Jean Lee Lathan trained Signal Corps inspectors during World War II.

Although we would not dispute the fact that the percentage of selections in the series containing main characters of the female sex is lower than we wish it were, our own research leads us to question seriously the figures given in the complaint. There are, in the entire series, 192 selections containing main characters classifiable as either male or female. Of these, 125 or 65% have only male main characters; 24 or 12.5% have only female main characters; 43 or 22.5% have both male and female main characters. Thus, 67 or 35% have as main characters one or more females. These discrepancies with the sex discrimination committee's figures may result from the fact that the committee was probably considering only stories as such

and not plays or biographies. At any rate, a figure of 35% is much closer to the desired 50% than the committee's figure of 20%.

As for the first preprimer, although the girl Jill is a rather subordinate character, it should be pointed out that she is supposed to be much younger than the boys and indicates strength by being the one to think of a problem solution which, unfortunately and through no fault of hers, does not work out. The Houghton-Mifflin Company informs us that for the next revision of this series, this sequence of stories has already been rewritten and re-illustrated to contain two strong girl characters and two boy characters. As for the belated introduction of the word *she*, a major consideration in determining the sequence of word introductions was the relative frequency of words in printed matter; and the word *she* does not at present occur as frequently in printed matter as either *it* or *he*. See the article by Dr. Kucera in the *American Heritage Dictionary* for corroboration.

The reader entitled *Secrets*, intended for use with average second-graders, admittedly gives the least recognition to women of all the books in the series and it is our understanding that a very thorough overhaul is scheduled for the next major revision on which work has already begun. In this connection it should be pointed out that the nature of textbook publishing does not permit major changes to be made overnight or even in a few months, as teacher's guides and workbooks have to correlate with the readers, and a sensible control has to be exercised over the introduction of new words at the earliest levels.

The example given from the fifth-grade reader is an unfair quote out of context. Anyone who reads the immediately preceding context will see that Deedee and Elmira, two typical fifth grade girls, had been good-naturedly poking fun at the boys. Naturally, the boys—just as typical—poked fun back in kind. This quote is taken from a story, "The Computer Triumphs Again," that should rate high marks from the committee, since it tells of a woman baseball coach who is a decisive leader with a professional approach.

The criticisms made here are limited to a consideration of occupations in which women are portrayed as being engaged. Yet it would seem that the words *abilities, traits, interests, and activities* encompass much more than a consideration of occupations represented. For example, leadership traits are demonstrated by Pam on pages 27-38 and by the organizer of the treasure hunt on pages 39-49 of *Dinosaurs;* by Sue on pages 7-21 in *Rainbows;* by Loo Ling on pages 29-42 of *Signposts;* by both granny and Hetty on pages 259-288 of *Rewards;* by the girl on pages 9-34 and by the grandmother on pages 196-276 of *Fiesta;* by the mother on pages 428-437 of *Kaleidoscope;* by Harriet Tubman on pages 144-155, by the two girls on pages 223-233, and by the woman coach on pages 426-437 of *Images;* and by the grandmother on pages 216-225 of *Galaxies*. Furthermore, the reference to our 1970 Kalamazoo Census, in criticizing the readers for not specifying the occupations of working mothers in such stories as "Saturday Surprise" and "Evan's Corner" seems irrelevant, since that census apparently does not

specify the occupations either but merely states what percent of women over sixteen work outside the home.

I am sure that Houghton-Mifflin in future revisions and editions will make every effort to achieve a better balance with regard to the occupational representation of women, but they should not be expected to do so to the extent of making the series unrealistic to both children and adults. A basal reading series is much more than a career education series. Its purpose is primarily to teach the reading skills which children will need to read most efficiently and effectively in all phases of their lives as responsible citizens.

Mr. Jack Hamilton, Director of Elementary Instruction, has organized a Materials Review Committee composed of four members of the Committee to Study Sex Discrimination in the Kalamazoo Public Schools, an elementary teacher, an elementary principal, an instructional specialist, a reading skills teacher, and an instructional media supervisor. This committee completed their fourth meeting on August 8, and I am meeting today with the committee for a progress report. Previous reports coming to me indicate a spirit of cooperation and rapid progress regarding the achievement of goals as decided by the group at its first meeting.

The teacher's guides for the entire program have been studied and appropriate changes in the use of certain words and questions will be presented to teachers during staff inservice meetings. We have received excellent cooperation from the Houghton-Mifflin editorial staff, which culminated in a two-day visit to Kalamazoo from Mr. John Ridley, Editor-in-Chief. Their research staff has provided us with updated material that has been recommended by approved book publishers including the Feminist Press. The updated material will be available to staff members when they return this month.

Be assured that I am not antagonistic to the views and work of the sex discrimination study committee. On the contrary the committee has had a positive influence with respect to the elimination of sex discrimination in the community and in this school system. I share the committee's desire to change educational programs and practices so that all young women can develop the basic skills and understandings necessary to compete for jobs and for higher education—in essence, to gain control of their own destiny. From a selfish point of view I have this commitment most personally as it applies to my own three daughters. However, in my opinion, the primary function of a reading program is to teach the skills of reading. The vehicle to teach that skill is the story, and I believe the story should provide relevant and realistic models that portray American society as it is presently structured.

It is my intention to alert teachers, special instructional staff and principals to be aware not only of the type of discrimination that we have been discussing, but of discrimination in all areas of our living together as a community. To be more specific I will ask every principal, both elementary and secondary, to be alert to sex discrimination in all activities, including texts, and to list the elimination of sex discrimination as one of many performance objectives for the coming school year.

Finally, Mr. Holmes, I invite you to observe first hand what is being accomplished in terms of eliminating sex discrimination as well as many other areas in which we feel we are making significant progress. If I can be of further assistance please feel free to contact me.

Sincerely,
/s/ William D. Coats
Superintendent

STATEMENT BY JACK HOEKSTRA

October 15, 1973

On December 6, 1971 the Kalamazoo School Board appointed a Committee to Study Sex Discrimination in Textbooks. Their charge was to investigate textbooks used in the Kalamazoo Public Schools and other related matters.

This committee has studied very diligently now for almost two years and has given five reports to administrators and School Board members. The committee finished its job several months ago when it gave us its report on textbooks. However, they have mentioned that they soon hope to give us reports on two unrelated subjects which are of special interest to them so we realize that we will receive reports on: 1. Testing and Counseling; and 2. Vocational Education.

Their recommendations for textbooks were seriously considered when we chose the Houghton-Mifflin reading books. I don't believe that we have ever formally thanked this committee for its hard work.

MOTION

THEREFORE, I move . . .

1. That we formally acknowledge their reports.
2. That we express appreciation to the chairman, Mrs. Jo Jacobs, and all the committee members for their hard work.
3. That we direct the administration, should they find any other recommendations in the committee reports which they feel the School Board should consider, to bring those recommendations to our attention.

and . . .

4. That we discharge the committee with our thanks.

Appendix C

PARTICIPANTS AND ADVISORS

Jo Jacobs, *Chairperson*

Study Coordinator

Nancy Ellin

Readers

Lynn Maurer
Anita Hylton
Phillis Harris
Virginia Passero
Susan Michaud-Garb
Diane Churchill
Lori Stoltman
Ann Goudie
Marilyn Stine
Judith Supnick
Marguerite Forrest
Edith Pulaski
Rosemary Dilworth
Allene Dietrich
Mary Schoolenberg
Bev Hevel
Debra Dinda
Jo Jacobs
Karen Glatt
David Ellin
Christine Bartley
Margery Sadler
Pat Hartlep
Jeanne Wright
John Murphy
Nancy Ellin

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Jean Deal
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Editors

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Belita Cowan
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Copy Preparation

Joan Mathews
Francine Fein

Artist

Julie Speed Christina

Advisors

Elizabeth Douvan
Nancy Foster
Helen Healy
Larry Horwitz
Sally King
Dorothy McGuigan
Patricia Widmayer

Sexist Texts

"You're certainly not up to a man's work, so you'll start as a scrubwoman."
—From a Science Research Associates third-grade reader

"Oh, Raymond, boys are much braver than girls."
—From a Harper & Row fourth-grade reader

Since the beginning of public education in the U.S., male-chauvinist piggery has been rearing its snout, mostly unnoticed, in the millions of textbooks that teach children reading, writing and, more subtly, the roles they will later play as adult men and women. In reaction, feminists around the country have, for the past few years, been mounting a headlong attack on publishers and school boards. This fall, through a combination of legal actions, political pressure and cogent research papers, the liberationists are beginning to win a few skirmishes, though not the war, against sex stereotyping in schoolbooks.

Since federal funds help to pay for textbooks, it is argued that school boards using sexist texts may be sued under Title IX of the Education Amendments Act of 1972, which forbids sex discrimination in federally funded educational programs. The first such suit was brought last May in Michigan by a group called the Committee to Study Sex Discrimination in the Kalamazoo Public Schools. After studying twelve readers for Grades 1 through 6, the committee filed a complaint with the Department of Health, Education and Welfare. The complaint alleges, among other charges, that 80% of the leading characters in the reading series are boys or men, that the pronoun "she" is not introduced in the pre-primer series until the third volume, that women are "portrayed predominately as mothers, nurses, librarians, storekeepers . . ."

HEW has still not acted on the complaint, hoping that the problem can be solved by voluntary compliance. Houghton Mifflin, the publisher of the readers in question, has already had its consciousness raised enough to cooperate with the Kalamazoo school-system task force, which produced a 154-page handbook as an antidote to its textbooks. The handbook will go to teachers this week; it gives page-by-page, line-by-line suggestions to them for changes when they discuss the stories. For example, it is recommended that after reading a certain story, the teacher will say: "Let's read the story again, substituting Nan for Dan. Isn't it just as much fun?" Or the teacher might pose the following problem after another tale: "Suppose Ben's mother worked as a policewoman and was gone most of the day. How might he get her to take him to the zoo?" Houghton Mifflin is considering making a number of these changes in the next edition of their readers.

Similar pressures are being exerted in localities from coast to coast. New Jersey's Women on Words and Images, an offshoot of a local chapter of the National Organization for Women, has sold 20,000 copies to date of its anti-stereo-

PAGE FROM A CALIFORNIA PRIMER

MATERIAL REMOVED DUE TO COPYRIGHT RESTRICTIONS

typing booklet, *Dick and Jane as Victims*. The 57-page study analyzes 2,760 stories in 134 schoolbooks and concludes that boy-centered stories outnumber girl-centered stories 5 to 2, that positive traits are monopolized by male characters, and that the books show 147 different career possibilities for boys but only 26 for girls.

Meanwhile, local NOW groups in California are pressuring the state's educational authorities to comply with a new law that forbids California public schools to use any instructional materials containing any sex bias. NOW is working as part of a task force reviewing textbooks that the state board of education will purchase for use next year. Books that contain sexual stereotyping will be automatically rejected.

Publishers are facing comparable pressures in Brookline, Mass., Detroit, Seattle, Dallas, Atlanta and New York City. Major textbook packagers such as Ginn, Silver Burdett, Houghton Mifflin, Harper & Row and Scott, Foresman have all been singled out. And there are indications that some of them have begun thinking about costly reform projects to eliminate stereotyping, just as they have already expunged, in some cases, editorial sins against blacks.

No Real Dent. For its authors and editors, Scott, Foresman has prepared a detailed leaflet called *Guidelines for Improving the Image of Women in Textbooks*. Among these guidelines are suggestions like "Avoid constructions implying that women, because they are women, are always dependent on male initiative." For example, rather than stating "The ancient Egyptians allowed women considerable control over property," a historian is requested to write: "Women in Egypt had considerable control over property." Macmillan and several other major publishers are revamping their textbooks, but no real dent has yet been made in their backlists, where sexism infects thousands of titles from readers to math books.*

While adults were worrying about the effect of male-chauvinist reading on their offspring, the children themselves, some of them anyway, seem already to have absorbed the feminist lesson despite their biased primers. The first-grade daughter of a Berkeley family in which husband and wife share the housework recently noticed, while looking at her primer, a picture of a mother cooking and a daddy reading the paper. "Why is she working and he's just sitting there?" the girl asked. Then she looked again and said: "I know. It must be her week to cook."

*One celebrated male author read by millions of parents has thrown himself zealously into the job of excising sexist references from his work: Benjamin M. Spock, M.D. Spock is, for example, changing the pronouns "he, him, his" to "they, them, their" or adding "she, her, hers" for the 202nd printing of *Baby and Child Care*

CAREER POSSIBILITIES SHOWN IN CURRENT TEXTBOOK (ALREADY REVISED FOR NEXT YEAR)

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Bibliography

Presented below is a list of resource material for individuals seeking to review or study sex-role stereotyping in their own schools' textbooks. The list is selective, rather than exhaustive, and is designed to provide references that both define the extent of the problem and illustrate the remedies proposed by people in other communities who have studied practices and policies in their own school systems.

Bem, Sandra L., and Daryl J. Bem

Training the Woman to Know Her Place: The Social Antecedents of Women in the World of Work. Harrisburg: Pennsylvania Department of Education, 1973. Pp. 25. Address: Box 911, Harrisburg, Pa. 17126.

Chase, Dennis J.

"Sexism in Textbooks," *Nation's Schools,* December, 1972, pp. 31-35 (see also p. 18). Order from: *Nation's Schools,* 230 W. Monroe St., Chicago, Illinois 60606. Single copy: $2.00.

Council on Interracial Books for Children, Inc., in collaboration with Anne Grant

"Testing Texts for Racism and Sexism," *Scholastic Teacher,* February, 1973, pp. 16-17. Order from Scholastic Magazines, Inc., 50 West 44th St., New York, New York 10036. Single copy: $1.00.

The Council publishes a quarterly *Bulletin* that, in addition to evaluating classic and modern children's literature and textbooks for racist and sexist stereotyping, provides information on bibliographies and sources for multiracial education. Address: 29 W. 15th St., New York, New York 10011. One-year subscription: $3.00.

Emma Willard Task Force on Education

Sexism in Education. A packet of information including proposals for change, classroom materials, and resource lists for K–12 teachers. Address: University Station, Box 14229, Minneapolis, Minnesota 55414. $4.00 by mail.

Federbush, Marcia

Let Them Aspire! Revised edition. Pp. 120. A collection of articles on sexism in K–12 education with emphasis on textbooks and administrative policies in the Ann Arbor, Michigan, public schools. Order from: KNOW, Inc., P. O. Box 86031, Pittsburgh, Pennsylvania 15221. $2.50 plus $.30 postage.

Feminists on Children's Media

Miss Muffet Fights Back. A bibliography of recommended non-sexist books for children aged 3-15. Order from: Feminists on Children's Media, P. O. Box 4315, Grand Central Station, New York, New York 10017. $.50 plus envelope with 16¢ postage affixed.

A Feminist Look at Children's Books. Also available from the same group for the same price. An analysis of award-winning children's fiction by a collective of feminist educators and writers. Pp. 6.

Harrison, Barbara Grizzuti

Unlearning the Lie—Sexism in School. New York: Liveright, 1973. Publisher's address: 386 Park Avenue South, New York, New York 10016. $6.95.

Howe, Florence

"Sexism, Racism, and the Education of Women." *Today's Education*, May, 1973, pp. 47-48. Order from: National Education Association, 1201 16th St., N.W., Washington, D. C. 20036. Single copy: $.80.

Komarovsky, Mirra

"Cultural Contradictions and Sex Roles: The Masculine Case." In Joan Huber (Ed.), *Changing Women in a Changing Society*. Chicago: University of Chicago Press, 1973, pp. 111-122. Originally published as the January, 1973, issue of *American Journal of Sociology*. Order from: University of Chicago Press, 5801 Ellis Avenue, Chicago, Illinois 60637. $2.95.

KNOW, Inc.

Offers a publications list of reprints, articles, and a course-design news service on women's issues. Address: P. O. Box 86031, Pittsburgh, Pennsylvania 15221.

McGraw-Hill Book Company

Guidelines for Equal Treatment of the Sexes in McGraw-Hill Book Publications, Pp. 11. Order from the publisher: 1221 Avenue of the Americas, New York, New York 10020.

McGuigan, Dorothy Giez

A Dangerous Experiment: 100 Years of Women at the University of Michigan. Ann Arbor: Center for Continuing Education of Women, 1970. Address: 330 Thompson Street, Ann Arbor, Michigan 48108. Single copy: $2.50. A paperback describing the two decades of struggle by Lucinda Stone of Kalamazoo to gain admission for women to the University of Michigan and the subsequent history of women at that institution.

Neiman, Tanya

"Teaching Woman Her Place: The Role of Public Education in the Development of Sex Roles." *Hastings Law Journal*, Vol. 24, No. 6 (May, 1973), pp. 1191-1226. Address: 198 McAllister St., San Francisco, California 94102. Single copies: $3.00.

Sexism in Textbooks Committee of Women

Guidelines for Improving the Image of Women in Textbooks. Prepared by the textbook publisher, Scott Foresman. Address: Scott, Foresman and Co., 1900 East Lake Avenue, Glenview, Illinois 60025.

Texas Continuing Task Force on Equal Opportunity in Education

Equal Opportunity in Education: Boys Over Here, Girls Over There. Address: Jane H. Wells, P. O. Box 4855, Austin, Texas. A packet of materials, about 50 pp. $3.50 includes postage.

Women on Words and Images

Dick and Jane as Victims: Sex Stereotyping in Children's Readers. Address: P. O. Box 2163, Princeton, New Jersey 08540. $1.50. A slide presentation based on the booklet is also available for a two-day rental fee of $35.00.

Women's Studies Abstracts

Published quarterly. Address: P. O. Box 1, Rush, New York 14543. Individual subscriptions: $8.50, prepaid.